




Crossdale Unit Planning Overview: History



Big Idea: Was the Anglo-Saxon period really a dark age?

Prior Learning	Y3 – stone age, bronze age, iron age Y4 – The Celts + The Romans			Misconceptions	Concept of dark age leading to ideas of barbarism – Vikings, AS etc. were just “savages” (not artistic, or skilled people) Anglo-Saxon Britain and Viking Britain happened one after the other Anglo-Saxons refers to Angles and Saxons only (no mention of Jutes, Franks, Frisians etc)	
Enquiry question	Retrieval activity	Teacher Input (direct teaching)	Activities (modelling and scaffolding)	Key Vocabulary Substantive concepts in blue	Pupil activity / Evidence in books	Historical Lens (second order concepts)
What can we learn about the Vikings and Anglo-Saxons by looking at artefacts?	COLD TASK	- Share KO with children - begin by sharing timeline, which depicts world history at the time (for breadth) and British history (to show context and that the period follows on from the last history unit of Roman Britain).	Quiz questions related to text on Kos and T introduction Qs model the responses chn should use for independent activity. All responses show clear use of artefact to support our opinion.	BC – AD BCE – CE Civilisation Artefact tribes	Chn to answer “true” or “false” questions in their books, using pictures of artefacts as evidence to support their opinion. Chn to use the LACE model of examining artefacts from previous topic (Look, ask, conclude, expand)	Historical evidence Similarity and difference Chronological understanding

		<p>Brief overview of 2 sections on KO: Who were the AS? + Who were the Vikings?</p> <p>Show slides depicting artefacts from AS and Viking periods, all supporting the facts T has shared. LACE skills modelled by T with select artefacts</p>			<p>Plenary: chn to VIPERS ABC respond to each other sharing their opinions – do you agree, build on, or challenge?</p>	
<p>What were the similarities and differences between Viking and Anglo-Saxon life?</p> <p>GEOGRAPHY OBJECTIVE INCLUDED IN SESSION: Countries from which the ASaxons and Vikings came</p> 	<p>Timeline – fill in the period (showing an understanding of the order of invasions: Romans, Anglo-Saxons, Vikings, Normans)</p> <p>T to introduce good note taking to class – see slides for guidance.</p> <p>T to run through each segment of the worksheet (table) one by one, chn to take notes as T shares information.</p>	<ol style="list-style-type: none"> 1) origin 2) Settlement 3) Society: Leadership, hierarchy 4) Main beliefs 5) Fighting ability (warriors) 	<p>Quiz questions + select reasons for invasion</p> <p>Chn taking notes on key information</p>	<p>Conquer society settlement origin population</p>	<p>T to run through each segment of the worksheet (table) one by one, chn to take notes as T shares information.</p> <p>Independent activity: Hot seating – questions for an Anglo-Saxon / questions for a Viking</p>	<p>Similarity and difference</p> <p>Knowledge and understanding</p>

<p>Did the Vikings and Anglo-Saxons manage to get along?</p> <p>GEOGRAPHY OBJECTIVE INCLUDED IN SESSION: Saxon settlement sites in UK Including: 7 kingdoms, Importance of Wessex, Danelaw</p> 	<p>Timeline missing words from KO</p>	<p>T input – chronological recount of events from 1st 2 sections of time line on KO.</p> <p>Images on slides to correspond with images chn will later see for independent work, for improved recall of significant events.</p>	<p>QUIZ – order events chronologically using a variety of small retrieval games.</p>  <p>Chn to work in small groups to play with the cards of info, aiming to have an independent understanding of the time period using the card game.</p>	<p>Danelaw Kingdom Monastery Pagan Unrest Alfred the Great</p>	<p>Sequence and Summarise British rule between 410CE – 1066CE</p> <p>Use pictures as prompts</p> <p>Headings given (keywords)</p> <p>Lower ability: short sentence for each section</p> <p>Middle ability / higher ability : explanation of terms where needed (e.g. explain what Lindisfarne was – a monastery, Danelaw, Where is Wessex)</p>	<p>Historical significance (Alfred the Great)</p>
<p>Is it fair to call this period the Dark Ages?</p>	<p>Place the pictures (from last lesson's main activity) in the correct order (sequencing)</p>	<p>T input – Explaining the pieces of evidence to the chn as they are stuck in book 1 by 1</p>	<p>Discuss – would this be used FOR or AGAINST in a debate about the enquiry question.</p>	<p>Barbaric Civilisation Biased artefact</p>	<p>DEBATE: present debate rules + Practice class debate method with question “School should start at 7am and end at 1pm” (practice to last no more than 5 mins)</p>	<p>Historical interpretations</p>

